



Career and Tech Readiness/Internship Opportunities

Madeira City Schools Planning Commission
April 2024

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Objective

The Career and Tech Readiness/Internship Opportunities team was tasked with exploring how Madeira City Schools can better prepare and expose students to careers and job fields of interest. The team was tasked with identifying procedures and programs currently in place that require students to begin thinking about career paths. Could MHS use a similar approach to internships as is currently in place for Community service hours?

The team also explored examples of career readiness programs from local districts and researched the merits of MHS students engaging in career readiness and internship opportunities.

Current Practices

Current practices:

- There are sporadic opportunities for students in grades K-12, much of it is dependent upon teacher or parent connections. They are often not sustained from year to year.
- 7th Grade March Madness and career assessment
- 8th Grade students participate in an organized Career Day each year
- More opportunities are present at the HS than K-8.
- MHS students take Personal Finance with Jennifer Jordan which has a career exploration component. Students utilize: “career assessments, personality assessments, and how they align with their values. Using their results they complete a career research report.”

“Entrepreneurship students create and operate non-profit companies for a semester. They work closely with professionals from the non-profit they are supporting to raise money for their charity. This typically involves students visiting the non-profit on-site and volunteering at the charity or participating in events.” Jennifer Jordan, MHS

- Millionaires Club at the HS is an optional club for students with an entrepreneurship, finance and business career component.
- Historically Madeira had partnerships with:
 - David J. Joseph partnership with recycling, in partnership with Suzy Tucker and AP Environmental Science.
 - Gyro and MSA from 2010-2016 in partnership with Jennifer Jordan. Students applied and interviewed for positions. Students read a book, were given marketing or architectural/design tasks, and solved authentic problems with the guidance of the company and firm. There was no supplemental pay. This experience was difficult for teachers to maintain due to their regular teaching workload and the additional coordination and planning needs of the partnership.

Methodology

After understanding the scope and sequence of current practices through Madeira Schools, the team began gathering information on existing practices in other local districts. Team members interviewed representatives from local districts to understand the opportunities other districts provide and are exploring for their students. Overwhelmingly the opportunities shared were for students in high school, with the exception of opportunities at Mariemont and Indian Hill, which spanned K-12. Information was collected from: The Business Advisory Council, Deer Park, Indian Hill, Mariemont, Southwest, Taylor and Wyoming.

We summarized our findings and created an Implementation Table of recommended practices for Madeira Schools. Additionally, the group summarized the developmental skills that career exploration and internships can play in the growth of students.

Summaries of School Programs

Deer Park

Deer Park Schools are actively working to enhance the marketing of their courses to increase enrollment, especially for rigorous electives. Despite challenges in gaining buy-in for Career Day at lower grades due to other priorities, they have initiated Career Academy courses focusing on developing internships and creating graduation pathways. These efforts aim to attract students beyond those already enrolled in specific courses. An extreme success story has significantly contributed to building buy-in for these programs.

The current career-focused courses include Sports Medicine, offering internships with the school trainer; Entrepreneurship, preparing students for exams due to its non-apprenticeship nature; and Manufacturing, with several organizations keen on hosting students. To engage students not initially interested in these pathways, Deer Park utilizes career interest surveys, facilitating career exploration trips and site visits, especially in manufacturing, through partnerships with local businesses like Nolton manufacturing and Advanced manufacturing initiatives.

Future strategies involve promoting career cluster classes through general education teachers, a method inspired by Reading's successful model. This approach is part of Deer Park's broader effort to offer targeted career pathways, such as Manufacturing Bootcamp, where students can earn credentials through participation, enhancing their employability. These initiatives are complemented by skill development in interviewing and resume building, integrated within career academies. Despite the struggle to meet the demand for student placements, Deer Park continues to seek ways to bridge students with potential employment opportunities, underscoring the importance of practical career preparation and partnerships with regional manufacturing groups.

Indian Hill

IH Primary and IH Elementary are STEM Designated schools by the State of Ohio. By designation they must emphasize career and STEM career exposure school-wide. The curriculum integrates STEM career introductions in CS programming and requires expert

involvement in each Project-Based Learning (PBL) unit, highlighting the significance of real-world applications and career insights. Each teacher is expected to include an expert in 2 units each year. Experts have included: food truck vendor, travel agent, architects, Cincinnati Children's Museum representative, IH fire and council, AP American History students and more. Experts consult with classes throughout the learning and serve as advisors. Activities like yearly career days and "GO Time" at the Elementary School complement these initiatives. GO Time is an enrichment bell 4 days a week in which students learn a new skill that compliments career development: architecture, engineering, hydroponic gardening, aquaponic gardening, coding, yoga, authoring, video production, and more.

At the high school, the Externship program has evolved over 4 years. It offers sophomores and juniors three career opportunity options: Externships, Business Partner Breakfast, and/or Career Connections. Externships serve the fewest students. They are short-term placements, with some being paid, paid internships, and summer opportunities at organizations like Paycor, Loth, and Clair AI. The program, in its fourth year, includes an online course on resume and interview skills, complemented by coaching. It aims to eventually offer credit towards graduation or industry credentialing. Open to all students, the initiative values flexibility, matching student skills with business needs, and has been modeled largely after Forest Hills, with adaptations based on other school examples and direct recruitment from natural partners.

The Business Partner Breakfast and Career Connections opportunities serve more students. The Business Partner Breakfast event is held at the school and students interact with professionals in fields of their interest, facilitated three times a year with keynote speakers.

Career Connections further supports career exploration through "Lunch and Learn" sessions or Flex bell meetings with panels from various professions, such as medical schools or tech departments. Placement examples include real estate workshops and data analysis projects for start-ups, enhancing practical learning and industry engagement.

Prior to the 2024-2025 school year, a HS teacher with a modified teaching load took on the role of coordinating externships and cultivating business partners. For the 2024-2025 school year IH created a new position titled Director of Leadership and Career Development to enhance the opportunities for students.

Marionmont

Marionmont City Schools' Warriors BEyond initiative is an award-winning, comprehensive K-12 program aimed at experiential learning outside the traditional classroom. It enables students to explore their passions through hands-on, interest-based activities that encourage the investigation of new ideas, subjects, and theories beyond standard curriculum offerings. From kindergarten, where career curiosity is sparked, to senior high, where students can engage in internships and masterclasses, the program is designed to ignite passion for learning and foster creativity across all grade levels.

Starting in elementary school, activities such as the Penguin unit and Economics unit with real-world professional involvement, to Explorations for 5th and 6th graders, allow students to delve into subjects like wellness, creativity, future technologies, global learning, and professional skills

in ungraded, hands-on sessions. For 7th and 8th graders, Expeditions provide innovative learning opportunities on select Fridays, further broadening their experiential learning.

High school offerings include internships, a Business Program for capstone projects, Masterclass electives for independent study with mentor guidance, and Intersession courses for 9th to 11th graders that offer credit for diverse experiences like environmental service, sports industry internships, construction basics, cultural exploration in Cincinnati, outdoor adventures, and college exploration trips.

Moreover, the program fosters job-shadowing through Experienceships, allowing direct insight into various professional fields. Warriors BEyond also emphasizes college preparation, with workshops on application presentation and individual assistance on resumes and essays, leveraging parent and community networks to enhance the educational experience. Through Warriors BEyond, Mariemont students gain unique learning experiences, skills development, and insights into future careers and college paths.

Southwest

Southwest Local School District (SLSD) offers a robust Career Technical Education (CTE) program across various grade levels, aiming to prepare students for diverse career pathways through experiential learning and industry exposure. Middle school students have access to "Destination Innovation," a STEM-focused elective, alongside Great Oaks' Gateway to Technology for IT and Engineering. Additionally, 7th and 8th graders can explore Entrepreneurship courses, complemented by field trips and learning experiences with local business partners.

In elementary schools, career-oriented events like Career Day and Big Truck Day, along with Great Oaks preview programs for 5th graders, introduce students to the world of work. William Henry Harrison High School offers 11 dedicated Career Pathways, including four sponsored by Great Oaks (Business, Project Lead The Way Engineering, Biomedical Science, JROTC), and others in fields like Advanced Manufacturing and Computer Science. A partnership with Cincinnati State starting in Spring 2024 will launch a two-year Welding program for juniors and seniors.

SLSD provides students with opportunities for Internships, Mentorships, Job Shadows, and Work-Based Learning through a registered Pre-Apprenticeship program. Collaboration with the Greater Harrison Chamber of Commerce facilitates career fairs and scaffolded interviews for upperclassmen, while Lunch and Learns and Work Wednesdays enhance career awareness.

The district supports students in applying for internships and pre-apprenticeships, ensuring alignment with their interests and skills. Participation in these programs can yield up to two credits, with a flexible high school schedule to accommodate work experiences. Tools like Naviance and You Science help students explore their career aptitudes from 6th through 12th grade, enhancing their readiness for future employment opportunities, many of which stem from the district's active engagement with local businesses and organizations.

Taylor

Taylor Schools have implemented a comprehensive Career Technical Education (CTE) program, catering to various interests and career aspirations of students. This initiative focuses on real-world applications and hands-on learning to better prepare students for post-secondary education and the workforce.

At the core of Taylor's CTE offerings are specialized pathways that cover a broad spectrum of industries, including advanced manufacturing, business, healthcare, information technology, and engineering. These pathways are designed to provide students with a solid foundation of knowledge, practical skills, and work-based learning experiences through internships, apprenticeships, and co-op opportunities.

To enrich the curriculum, Taylor Schools collaborate with local businesses and higher education institutions. This collaboration ensures that the programs are aligned with current industry standards and demands, offering students valuable insights into their chosen fields. Students also have the chance to earn industry-recognized credentials and college credits, giving them a competitive edge in the job market or a head start in their college education.

Complementing the academic curriculum are initiatives aimed at developing soft skills such as teamwork, communication, and problem-solving. These are critical for success in any career path and are emphasized throughout the students' educational journey at Taylor.

An example of how this is implemented at Taylor High School is Home 101 and Home 201. Home 201 requires students to go through the entire construction process to build "Taylor's Tiny Homes" which are then raffled off to provide funding for materials necessary for the next year's course.

Furthermore, Taylor Schools actively engage students in career exploration activities from an early age. This early exposure helps students make informed decisions about their future careers and educational pathways. Through a blend of rigorous academics, practical experience, and career guidance, Taylor Schools are committed to equipping students with the tools they need to succeed in an ever-evolving workforce.

Wyoming

Wyoming Schools have developed a comprehensive approach to career readiness, focusing on practical experiences and direct engagement with the workforce, particularly in trades and technical fields. The program includes "Experienships," allowing students to shadow professionals in various trades, and partnerships with companies along the river to offer employment opportunities to students, including part-time work with online credit.

The school has appointed a dedicated career readiness counselor to support students in navigating their career paths and reintroduced a job fair to connect students with potential employers. Additionally, "Lunch and Learn" sessions with factories and companies provide insights into different careers, while trial job opportunities offer real-world experience.

Wyoming Schools also offer targeted support for students' post-high school plans through initiatives like a resume boot camp, College 101 workshops covering resumes, applications, and scholarships, and a Boot Camp for students not planning to attend college. Efforts are underway to formalize credit recognition for internships, further enhancing the program's value.

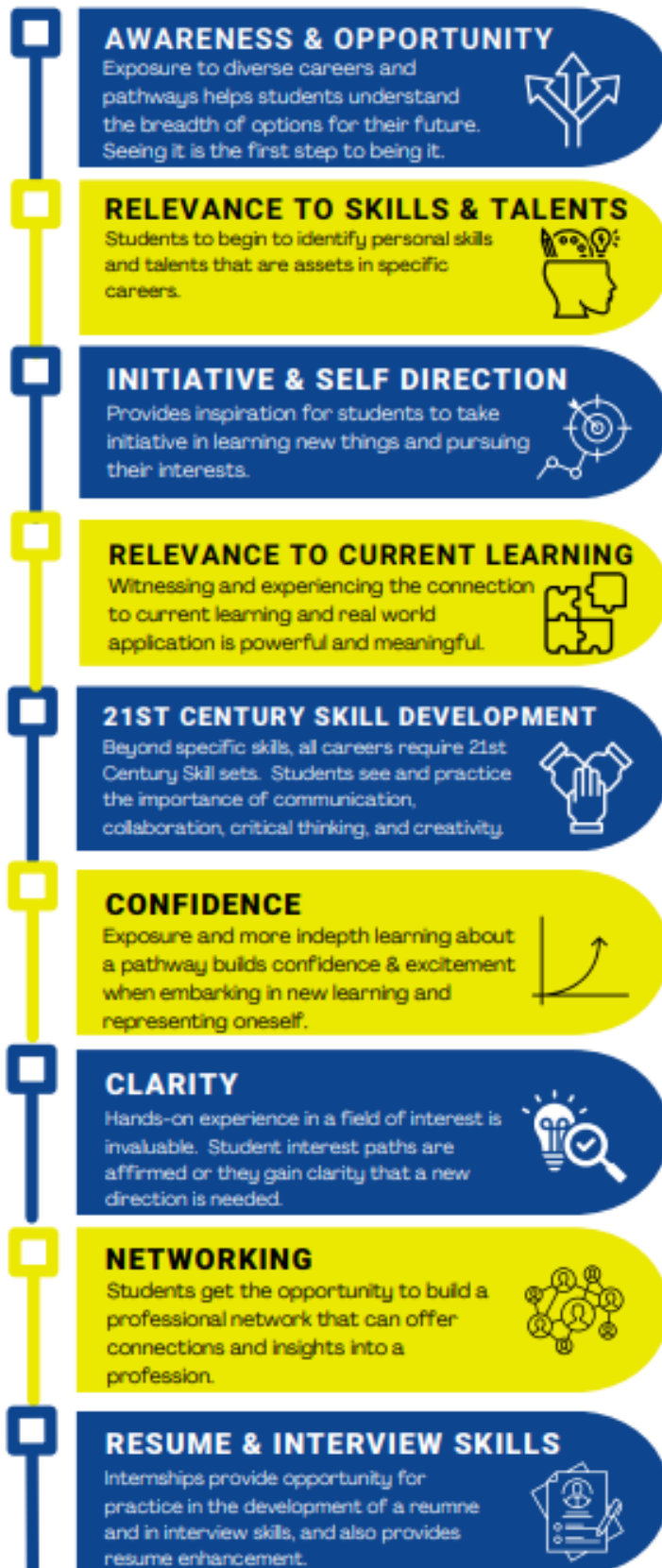
The Career Academies program includes a pre-apprenticeship electric class that is computer-mediated, offering students a significant advantage in apprenticeship applications and job interviews. On-the-job training during school hours is also available for some students, primarily facilitating their transition into Diamond Oaks for further education and training. This holistic approach ensures students from Wyoming Schools are well-prepared for both immediate entry into the workforce and further educational pursuits, creating a win-win situation by addressing local companies' employment needs while providing students with valuable career opportunities.

*Summary of Interviews created with the support of ChatGPT

Key Findings from Interviews and Notable Take-Aways

- Local Districts are implementing a variety of career exploration and internship opportunities for students at a low level
- All school representatives interviewed believe in the value of the experiences they offer and would like to expand them
- Local Districts also have various levels of fidelity and sustainability
- Most of the opportunities exist for students in grades 9-12, except Mariemont and Indian Hill is K-12
- The group was asked to look into a possible relationship between an internship and community service hours. The current community service hour requirement of 40 hours is written to “encourage students to contribute to our local community and beyond...any paid hours are not eligible for approval.” There is potential to systemize internship hour record keeping, intentionality, and fidelity in a similar manner to community service hours. Potentially in the future, a percentage of the community service hour requirement could be satisfied with an internship. The verbiage would need to be amended.
- The benefits of skill development, career awareness, and the utilization of 21st Century skills in career exploration and internship opportunities are undisputed. The following graphic created by the group summarizes the key benefits for all students.

BENEFITS OF CAREER EXPLORATION AND INTERNSHIP OPPORTUNITIES



Implementation Table

The results from these interviews were discussed by the team and placed into an Implementation Table for Madeira Schools. The Implementation Table serves as a suggestion for growth ideas at different levels. The Table shares a brief description of the activity or learning and the District in which the idea originated. The school of origin notation was intentional to serve as a reference should the idea be implemented and further information is needed.

First Level Low Lift Implementation ideas (minimal shifts in schedules, personnel, or practice)	In what grade level(s) could it be implemented?	School of origin
Identifying parent/guardian resources	K-12	Indian Hill ▾
Code.org CS program highlights various STEM careers with each lesson	K-12	Indian Hill ▾
Use the Foundation as a resource	K-12	Indian Hill ▾
Career/expert inclusion in unit planning for relevance and authenticity (2 units per year minimum)	K-12	Indian Hill ▾
Identify personnel that could serve as partner liaison	9-12	Indian Hill ▾
Develop elevator speech for school-what can our students and a partnership offer your organization	K-12	Indian Hill ▾
Teachers develop a list of units and how it could be enhanced with a partnership	K-12	Indian Hill ▾
Seniors make a portfolio with letters of recommendation, cover letter, and resume.	12	Southwest ▾
Use Naviance in grades 6-12 as well as You Science in grades 9-12 to help students discover their career aptitudes and interests	6-12	Southwest ▾
K-8 curriculum being used throughout ties in career curiosity. Ex. During a penguin unit in science, someone comes in from the WAVE foundation.	K-8	Mariemont ▾

Second Level Medium Lift Implementation ideas (may require more planning or some shifts in schedules, personnel, or practice)	In what grade level(s) could it be implemented?	School of origin
Business partner breakfast	9-12	Indian Hill ▾
Lunch and Learn around specific career field or occupational skill	9-12	Indian Hill ▾
PR highlighting individuals/organizations involved in partnerships and authentic learning experiences for students	K-12	Indian Hill ▾
We have a "Careers in STEM" elective for grades 6-8.	6-8	Southwest ▾
Reach out to local businesses about internship opportunities.	11-12	Southwest ▾
7-8th grade-Career day-20 different professionals to give 20-30 minute presentations. Most professionals are parents of Mariemont schools	7-8	Mariemont ▾
Credit course for 9-11th graders that is teacher led and allows kids to explore different careers around the city. Ex. serving the planet, the sports worlds, construction, culture in Cincinnati, outdoor adventures.	9-12	Mariemont ▾
Masterclass elective with earned credit-independent study where student researches specific profession and gives a type of TED talk presentation regarding the subject.	K-6	Mariemont ▾
Students that have the CapStone in business can set up an internship program with a teacher their senior year	12 ▾	Mariemont ▾

Third Level Heavy Lift Implementation ideas (requires planning, innovative thinking, shifts in schedules, personnel, or practice)	In what grade level(s) could it be implemented?	School of origin
Externships-paid and unpaid (Internships)	9-12	Indian Hill ▾
Course/module development for students to develop resume, interview and communication skills (Modules could be complete asynchronously)	9-12	Indian Hill ▾
Full time position	K-12	Indian Hill ▾
Partner with Cincinnati State to offer a 2-year Welding program to our Juniors and Seniors	11-12	Southwest ▾
Partner with an Oaks school to offer Career Pathway programs (ex. Advanced Manufacturing, Entrepreneurship, Workplace Leadership, Law & Public Safety, Hospitality and Tourism, Computer Science & IT, and Graphic Design)	9-12	Southwest ▾
Offer credit hours for internships.	11-12	Southwest ▾

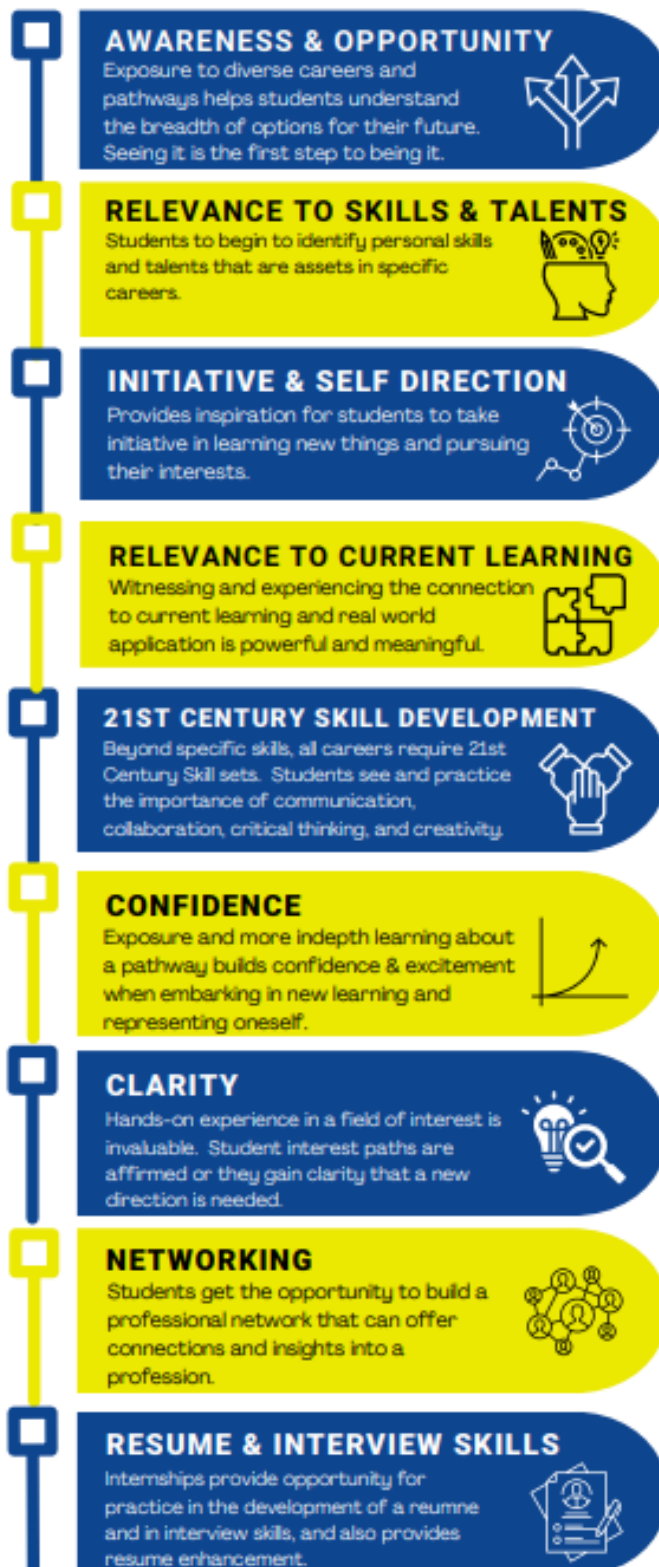
Not sure? Add it here	In what grade level(s) could it be implemented?	School of origin
Survey students-what do they see as a need? Skill development, internships, career awareness, vocational opportunities, etc.	9-12	Original i... ▾
Look into HCESC BAC's LinkedUp Career Portal that will connect students and their parents to business partners for a wide variety of experienceship opportunities		Southwest ▾

Recommendations

- Administrators from each school review the study, or engage in conversation to see how they can incorporate career exposure and opportunities into the regular curriculum on a consistent basis.
- Review the Levels of Implementation chart as a guide and resource.
- Identify personnel that can support this effort, whether it be at District or grade level.
- Lean into the Business Advisory Council.
- Work with staff, PTO and Foundation to create a Career Day at each building for all students, not just certain grade levels

Appendix A: Benefits of Career Exploration and Internship Opportunities

BENEFITS OF CAREER EXPLORATION AND INTERNSHIP OPPORTUNITIES



Appendix B – Levels of Implementation Chart

First Level Low Lift Implementation ideas (minimal shifts in schedules, personnel, or practice)	In what grade level(s) could it be implemented?	School of origin
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